

*STRATEGYWORKS, INC.*

# **Workforce Planning for Human Resource Professionals One-Day Overview**

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# WORKFORCE PLANNING: MANAGER & SUPERVISOR 1-DAY OVERVIEW

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## Chapter

# 1

## Workshop Overview

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### ***Learning Outcomes***

*The expected learning outcomes for this workshop are for participants to:*

- ❑ Understand the urgency and need for conducting workforce planning for their organizations.
- ❑ Know the latest concepts and methods being used in the Government to conduct workforce planning.
- ❑ Learn the 5-step model for developing workforce plans.
- ❑ Understand the role of the manager in directing workforce planning including the need for leadership, direction and accountability.
- ❑ Acquire the tools for prioritizing work, allocating limited FTE resources and identifying work to be contracted out.



- Discover the knowledge for preparing for the future loss of skill within their organization.

**Chapter**

**2**

## **Workforce Planning Defined:**

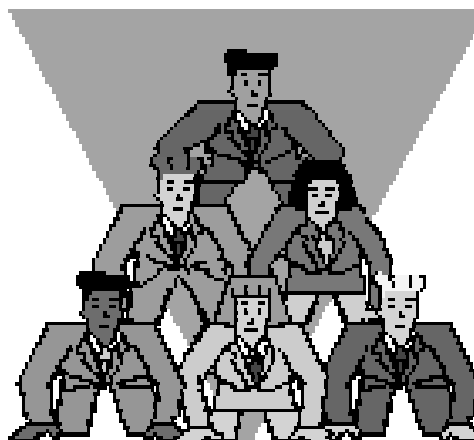
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*The systematic assessment of future workforce needs and the determination of strategies and actions required to meet those needs.*

**The Right People**

**In the Right Jobs**

**At the Right Time**



## Workforce Planning – What is It?

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### For managers it is:

- ❑ A format for ensuring you have the human resource, skill and talent you need to meet the future work demands of your organization.
- ❑ A method for prioritizing work and allocating limited resources.
- ❑ A tool for determining where to focus development and how to leverage the knowledge of long-term employees.



### For employees it is:

- ❑ An opportunity to understand work priorities and where their skill and contribution is most needed.
- ❑ An opportunity to consider future career opportunities.
- ❑ An opportunity to contribute energy and ideas for improving the operation.

### For DOI it is:

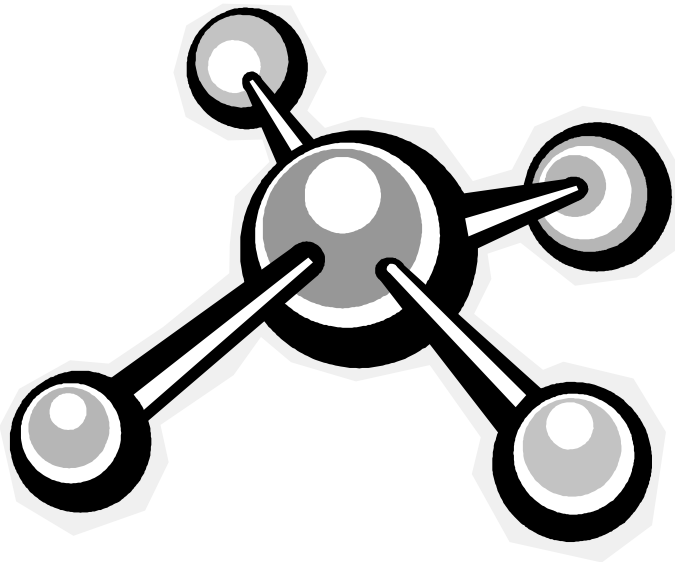
- ❑ A way to manage the demographics by actively preparing for skill loss due to large retirement eligible populations.
- ❑ A method for understanding how to focus limited resources where they are most needed.
- ❑ A way to ensure the continuity and long-term success of the Agency by actively engaging in managing skill replacement issues.

**Chapter**

**3**

## Workforce Planning Models

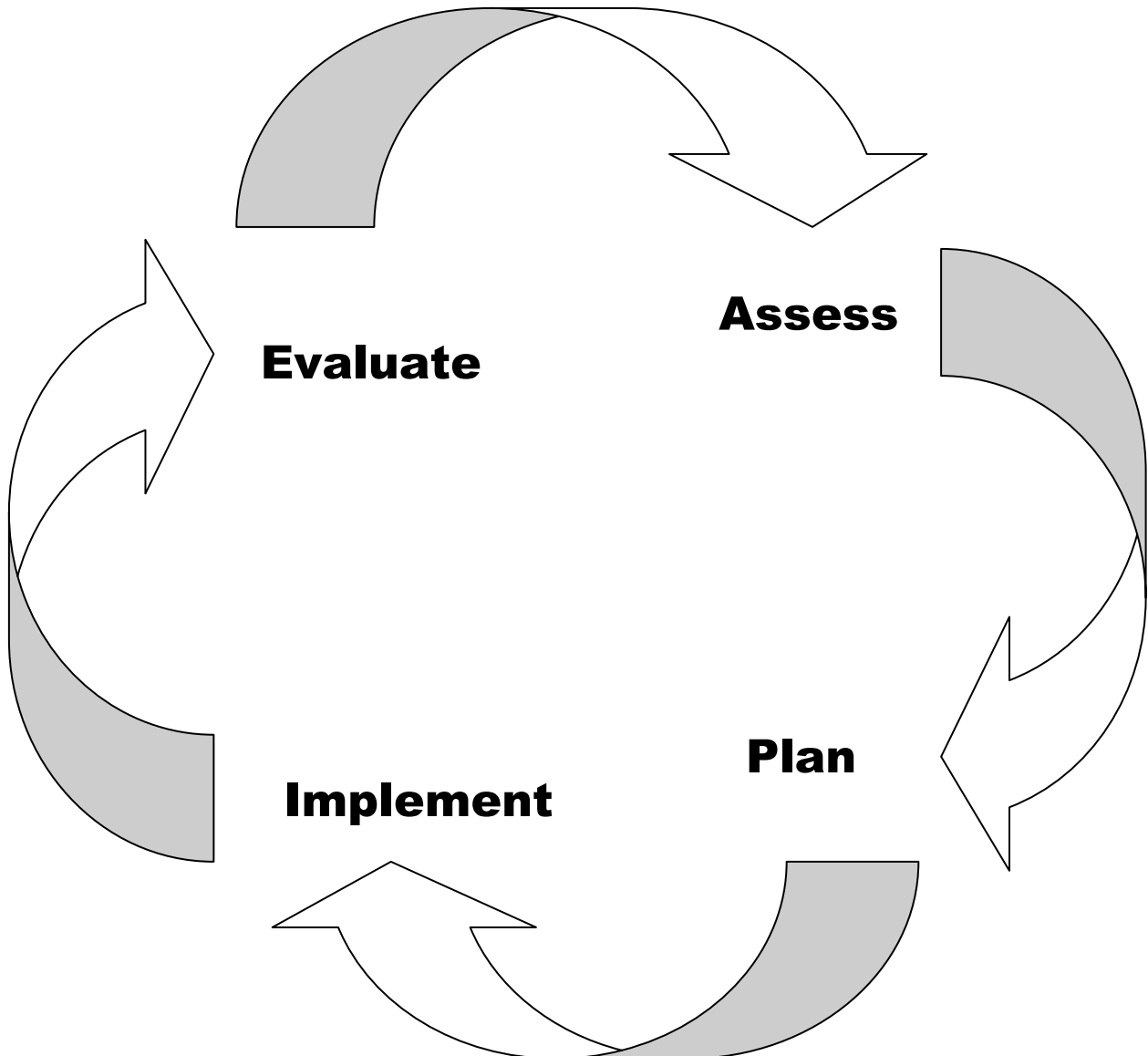
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## The Workforce Planning Process

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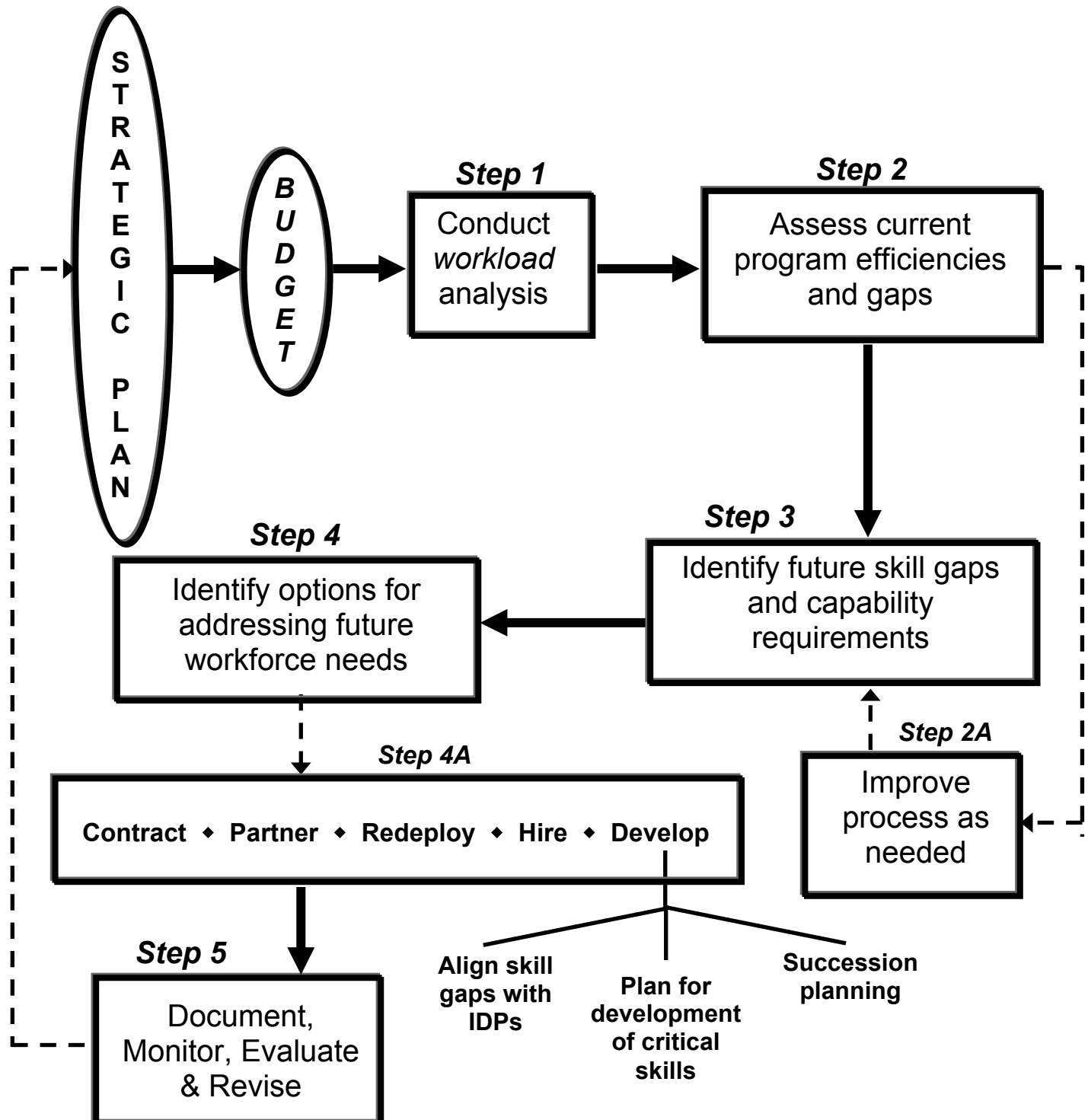
### The APIE Model





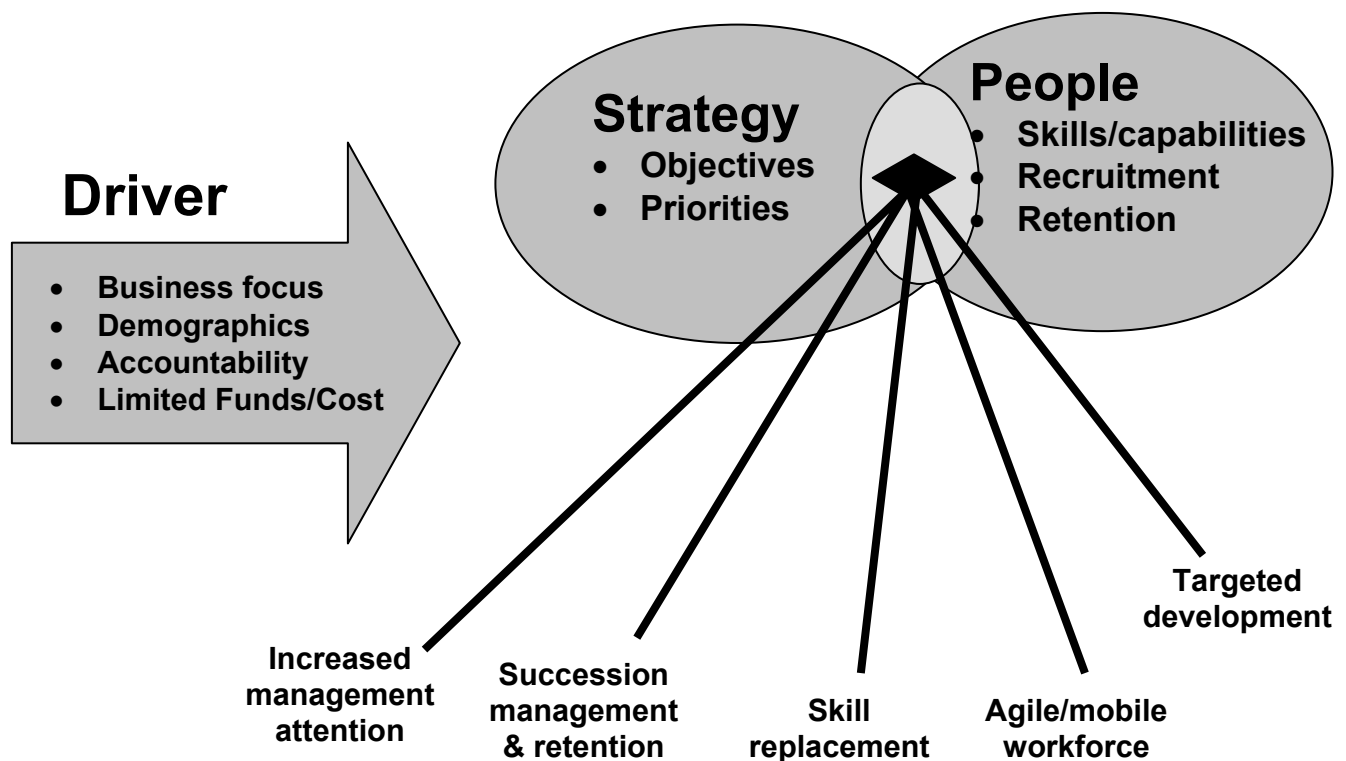
## Workforce Planning - The Steps

### *The Workforce Planning Process*



## Workforce Planning

### The Intentional Union of Strategy and People



**Chapter**

**4**

# Workforce Planning

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## Position Management vs. Capability Management

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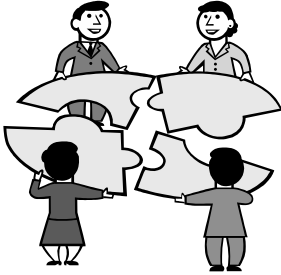
VACANCY MANAGEMENT	CAPABILITY MANAGEMENT
Opening occurs	Understand core skill and capability requirements of the work
Recruit	Anticipate and plan for changing work requirements
Select	Intentional, on-going development
Fill position	Leveraging skill and talent
	Anticipate and plan for skill loss

ASSUMPTIONS	
Work is stable.	Work is unstable.
Skill needs are stable.	Skills needs are evolving and changing.
Funding is stable.	Workforce is flexible.
	Funding is limited and unstable

## Distinguish Between Vacancy & Capability Management

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1. Fast forward out to the future 5 years. Think of the people you work for and with, as well as those who work for you. How many are likely to be gone by then?
2. Consider the work they do, the knowledge they have, and the contribution they make. In what ways will their departure likely impact your organization should they actually leave?
3. Discuss as a group and list the **knowledge and work gaps** that are likely to result from their leaving.

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4. List the likely **impacts and gaps** and be prepared to report back to the class what key gaps you have identified.

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5. List your **ideas** for addressing the gaps you identified.

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## Workforce Planning Approaches

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1. As positions open, they are funded and filled.
2. Human Resources issues call letter to offices asking for identification of needs and potential openings and/or skill needs.
3. Bottoms up analysis by office and through top management to complete:
  - Workload analysis of current work and impact of future plans.
  - Identification of future work and skill gaps.
  - Identification of potential retirements and losses in skill and capability.
  - Development of options for getting the work done more efficiently and for filling work gaps.
  - Negotiation between offices and top management to determine priorities, funding changes, and contracting or other options for getting work done.
4. Approach tailored to meet development needs.



## Pros and Cons of Approaches Being Used

APPROACH	PROS	CONS
As positions are opened, they are funded and filled	Requires less time and attention	Transactional and short term
	Limited disruption of work flow	No consideration of long term needs or how position will assist in meeting strategic goals
Human Resources issues call asking for ID of needs, potential openings and/or training needs	Efficient	Assumes stability
	Little disruption of work	Lack of analysis of current or future work needs
Bottoms up analysis of work and skill needs	Focuses on necessary future competency and changing skill needs	Takes more time
	Creates forum for change and improvement	Requires management commitment
	Includes long-term view of organization's mission/direction	Clearly identifies need for explicit, intentional development



## Workforce Planning – The Basic Foundation

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- ❑ Forecast future staffing requirements and competencies based on anticipated attrition, resource trends, diversity goals, and top management work goals and priorities as reflected in the strategic and annual performance plans.
- ❑ Determine the gap between the current workforce and future requirements.
- ❑ Identify competency areas that are likely to be considered hard to fill, and provide advice on how to attract the necessary candidates for those positions.
- ❑ Develop strategies and actions to implement a workforce planning model. Whatever model used should be useful at the local level and should be tailored to meet the specific needs of the lowest level of the organization.





# Workforce Planning Overview

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## Assumptions

- ❑ Understanding current workload is the baseline for use in getting started.
- ❑ Ensuring involvement of managers and key staff to the extent possible is the preferred approach to ensure understanding and inclusion of all work and effort that is currently being accomplished.
- ❑ Consistency is a critical component to eliminating re-work and redundancy.
- ❑ This process assumes accomplishment of work from a “skills” or “capability” perspective versus a “position” perspective.
- ❑ The output of this exercise should form the basis for how vacancies are filled and what development is funded in the future. Further, the output of the exercise should provide enough information to serve as a catalyst for change, identification of potential efficiencies, and ideas for what work could be shifted to contracting or partnering.

## Steps for the workforce planning exercise:

**Step 1 – Current Workload Analysis:** The output of this step is a completed matrix detailing the current workload and where FTE efforts are actually being applied given plans, customer demands, and unplanned work.

**Step 2 - Characterize the workforce:** This step provides a clear understanding of core skills/capabilities (versus positions) that are being utilized to complete the current level of work, and what core skill will be most needed given the demographics of your area.

**Step 3 – Consider Future Budget, Trends, Work Prediction, and Strategic Plans:** This step is intended to factor in what is known about the future strategic directions and budgets. This analysis is intended to take into account future strategic and tactical programmatic initiatives, future growth areas, maintenance, and unsupported programmatic areas so that future skills/capabilities needs can be identified.

**Step 4 – Identify current and Future Skill Gaps:** This step is intended to clarify what gaps exist and to consider what options are available for closing those gaps. This is the action-planning step, which considers the

options of partner/subcontract, redeploy, develop, or hire to fill the identified gaps.

## Workforce Planning Process Breakdown

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Here is an overview of the purpose, intent and benefits of each of the 5 steps for conducting workforce planning. Following this overview are the detailed instructions provided in the US Department of the Interior, Office of Personnel Policy, August 2001. This section provides you with detailed agency guidance on: Step 1 – Setting Strategic Direction; Step 2 – Supply, Demand and Discrepancies; Step 3 – Develop Action Plan; Step 4 – Implement Action Plan; Step 5 – Monitor, Evaluate, Revise.

### **Step 1 – Analyze Current Workload**

This step clarifies what work is currently being done, what relates directly to the goals and priorities of the organization, what work is required due to mandate, customer demand, or some other reason, and work that cannot be done to the level you would like it to be done due to limited resources.

The output of this step is a completed matrix detailing the current workload and where FTE efforts are actually being applied given plans, customer demands, and unplanned work.

*Benefit: A clear picture of the level of work and the resources being used to complete the work. This analysis often provides an accurate picture of where your most major gaps are and provides the opportunity to look at priorities and identification of what might be done differently, more efficiently, or not at all.*

### **Step 2 - Characterize the Workforce**

This step provides a clear understanding of what your core skills are now and what you might need given the demographics of the workforce. At this step, you consider potential retirements, transfers, and conversions and what impact these are likely to have on your workload.

The output of this step is a clear understanding of core skills/capabilities (versus positions) that are being utilized to complete the current level of work, and what core skill will be most needed given the demographics of your area.

*Benefit: A clear sense of what gaps exist between what you have now and what you might need given your current work realities.*

### **Step 3 – Consider Budget, Trends, Work Forecast, and Strategic Plans**

This step considers and factors in what is known about the future plans, goals, and budgets. At this step, known programmatic initiatives, future growth areas, maintenance and unsupported programmatic areas are factored in. This is done so that the necessary future skills and capabilities can be identified.

This step is intended to take into account future strategic and tactical programmatic initiatives so that realistic development, recruiting, or other resource areas can be planned for and addressed.

*Benefit: Identification of future skill and capability gaps. The information gathered at this step also provides on-roll employees the opportunity to look at what skills will be important in the future and therefore where potential career growth opportunities exist.*

### **Step 4 – Identify Current and Future Skill Gaps and Options for Addressing Them**

This is the action-planning step for the process. At this stage, managers can work together to consider how to fill the identified gaps. These options include partnering, subcontracting, redeploying work or people, development and/or hiring.

This step is intended to clarify what gaps exist and to consider what options are available for closing those gaps.

*Benefit: This step provides the framework for addressing skill gaps that should have been identified through the previous steps. This step should also provide significant opportunity for employees who elect to manage their careers through movement and/or training or retraining. This step should also provide options for obtaining relief for work overload where needed.*

### **Step 5 - Monitor, Evaluate and Revise**

Workforce planning should be an on-going dynamic activity. Plans, gap analyses and action steps should be revisited and updated annually to meet the changing needs of the business.

*Benefit: Once you have completed the first set of analyses required to have a meaningful workforce plan in place, the annual update should require minimal effort. By having the plan in place, managers should have agreed upon guidance for hiring, development and recruitment activities.*

## DOI Internal Process

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The U. S. Department of the Interior, Office of Personnel Policy, has published a Workforce Planning Instruction Manual, dated August, 2001. Following is a summary of the 5-step process included in that document.

**Step One** - Strategic Direction Setting

**Step Two** - Supply, Demand & Discrepancies

**Step Three** - Develop Action Plan

**Step Four** - Implement Action Plan

**Step Five** - Monitor, Evaluate, Revise

It should be noted, that the 5 steps contained in the Agency guidance are consistent with the steps outlined in this workshop and contains significant detail for how to approach the task.

The key thing for managers and supervisors to remember is that you are the impetus for getting the plan done. It is only through your commitment, support, clear direction, and holding people accountable for follow-through that the analyses and completed plan will be accomplished.

While investing the time required to think through your future plans and direction, oversight of the analyses to determine what gaps exist, and committing the resources necessary to implement an action plan can be significant, the future pay off of being prepared to meet the future needs of the Agency is critical.

A second workshop is designed and available for practitioners, HR professionals, and others concerned with how to work through these steps.

## Workforce Planning – Critical Success Factors

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1. **Management Support** – Workforce planning efforts must have the support and commitment of senior management in order to succeed. Top management must lead the planning process, must assure that workforce plans are aligned with the strategic direction of the organization and must hold themselves and each other accountable for the workforce planning itself and the use of the products that result from the planning efforts.
2. **Program and Human Resource Support** – Program and human resources managers must take responsibility for playing an active or lead role in workforce planning efforts. In particular, program areas must be actively engaged since this is where decisions regarding staffing, development, and tactical plans are ultimately made and implemented.
3. **Employee Involvement** – Workforce planning efforts must involve the active participation of employees. The best planning efforts involve evaluation of the current work, competencies of the workforce, and a thorough assessment of future skill needs. Those closest to the work are in the best position to understand these issues. When employees buy-in to workforce planning, understand their role in developing others and obtaining development, they can serve as catalysts for change and improvement.
4. **Implementation Strategy** – An implementation plan detailing how planning efforts will be executed is critical. This plan should include measurement and accountabilities for follow-through.

## The Issue of Capability

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*Capability is the ability of an individual or group of individuals to apply knowledge and skills to analyze, problem solve, generate new ideas and implement them.*

### **Consider:**

1. What is the demographic profile of employees in each capability area capability?
2. Are there any capability areas that have such a small number of employees in it that the Agency would be put at risk should these few employees leave? If so, what are they?
3. Which capability areas appear to be the strongest based on the number of workers and skill level of the individuals (i.e., which capabilities do not appear to be at risk?)
4. What is the percentage of employees who have been in your group or the Agency for less than two years?
5. For the employees identified in the question above, what is being done to successfully integrate them into your organization?
6. Do these individuals have a clear set of performance goals and development plans?
7. Do the employees within each capability have developmental objectives that are designed to increase the breadth and/or depth of their technical and interpersonal skills?
8. If the answers to question 6 and/or 7 is no, an action plan to address employee capability development should be created.

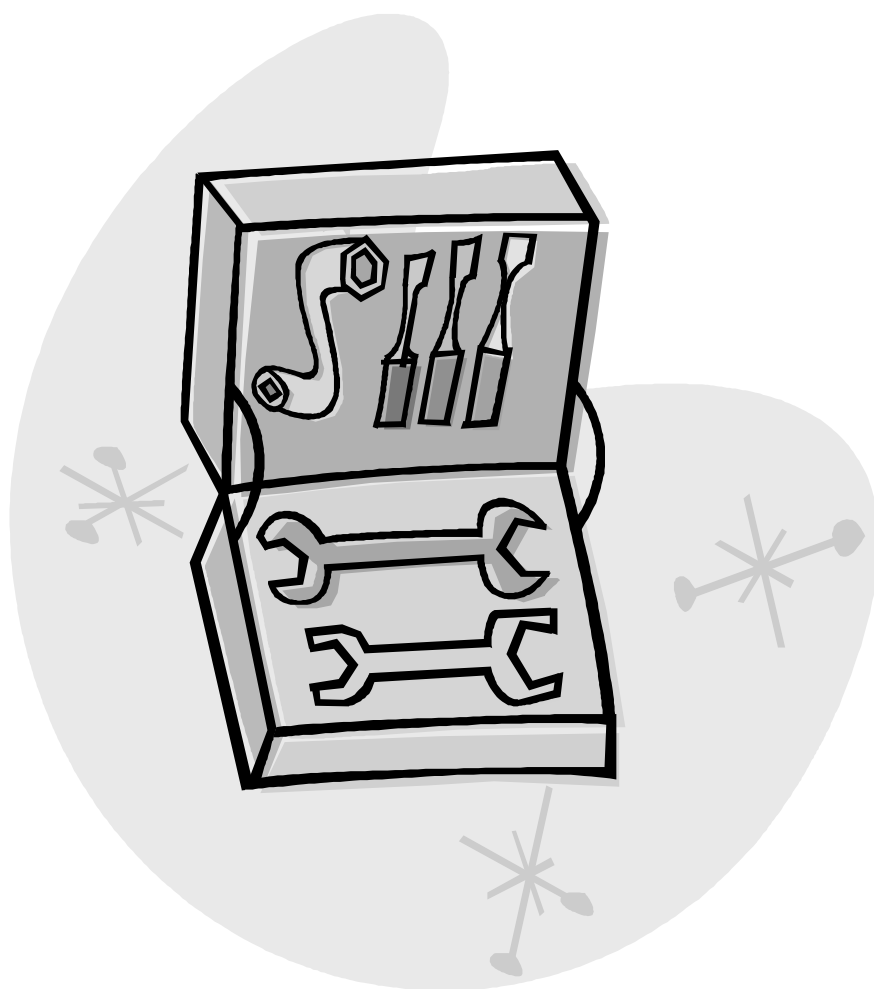


**Chapter**

**5**

## Workforce Planning Toolkit

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## Workforce Planning Matrix

Program	Task	FTE	Deficit

**WORKFORCE PLANNING: MANAGER & SUPERVISOR 1-DAY OVERVIEW**

<b>Work Not Being Done</b>	<b>Work Not Being Done at the Level it Should Be</b>

# Workforce Planning Matrix

## SAMPLE Workload Analysis Worksheet

Program	Task	FTE	Deficit
Botany			
	T&E Species	.12	
	Weeds	.36	1.0
	Restoration	.43	
	Surveys, Assessments, Data Collection	.06	
	Monitoring	.09	2.0
	NEPA	.89	2.3
	Outreach	.04	
	Customer Service – Internal	.04	.25
	Customer Service – External	.10	.50
	Administrative:		
	Training	.05	.10
	Meetings	.20	
	Other	.40	.25

<b>Work Not Being Done</b>	<b>Work Not Being Done at the Level it Should Be</b>
Weed control, pesticide application	Weed inventories
Site inspections, compliance monitoring	
	Environmental assessments, documentation, compliance
	Public education, volunteer recruitment
	Timeliness, responsiveness to service requests



## Work Analysis Worksheet

Program	Task	FTE
Individual Total FTE:		

**Note:** 2 hours per week = .05  
 4 hours per week = .10  
 8 hours per week = .20

## Capability Loss Planning Tools

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Following are three tables intended to help you prepare for addressing capability losses. Completion of individual workgroups within an Agency, should provide data from which to discuss 1) what capability gaps need to be addressed in the next fiscal year (FY), and 2) what specific workload areas are not yet resourced.

The purpose and benefit of using this type of data gathering, is to generate real data from which to discuss with staff and with management teams, what options exist for dealing with loss of capability throughout the fiscal year.

The first table asks you to define, given your best information, what **anticipated** (announced or not) **retirements**, the second chart asks you to identify any **laterals moves** anticipated in the next FY, and the third chart asks you to identify **other losses** you anticipate.

The fourth and final table asks that you describe peak workloads that you anticipate which **are not currently staffed** or are . This category might include work that is outside of what was planned or any temporary workload you see as required during the FY. Note the charts ask you to specify which specific projects the work is associated with.





## Anticipated Capability Loss (Sample)

Anticipated Losses in FY:	Name	Natural Resources	Realty	Oil and Gas	Other Capability?	Date of Action
Retirements						

## Anticipated Capability Loss (Sample)

Anticipated Losses in FY:	Name	Natural Resources	Realty	Oil and Gas	Other Capability?	Date of Action
Lateral Moves						

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## Anticipated Capability Loss (Sample)

Anticipated Losses in FY:	Name	Natural Resources	Realty	Oil and Gas	Other Capability?	Date of Action
Other Losses						

**WORKFORCE PLANNING: MANAGER & SUPERVISOR 1-DAY OVERVIEW**


## Planning for Un-resourced Work

Use the following worksheet to show the workload that is not yet resourced with FTE for the upcoming fiscal year. Categorize the work by project and anticipated duration of time to get the specific workload accomplished. Define what customer the work is being performed for and indicate the level of risk associated with not doing the work.

The output of this exercise will be used to discuss what options exist for either identifying resources to do the specific work or renegotiating expectations.

Project Title <sup>1</sup>	Duration of Workload <sup>2</sup>	Typical tasks/duties	Customer <sup>3</sup>	Risk of not doing – High, Medium, Low <sup>4</sup>

1. New initiatives and on-going work
2. Define the type of work that is not resourced: **O** = On-going; **P** = Peak; **T** = Temporary
3. Who is the work being done for?

4. **High** risk is work that presents high potential agency liability if not performed. **Medium** risk is work that could result in staff disappointment and/or customer delays if not performed.

## Deficit Action Planning

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This tool is intended to provide you a format for deciding how to fill the capability and resource deficits identified by the previous charts.

A good way to involve staff and obtain meaningful ideas for what to do about the deficits, is to engage in a discussion to consider options for addressing shortfalls.

This chart provides a template for that discussion.

**Program:** \_\_\_\_\_

**Identified Deficit:** \_\_\_\_\_ **FTEs or equivalent.**

1. Partner or subcontract \_\_\_\_\_
2. Redeploy people or work \_\_\_\_\_
3. Develop \_\_\_\_\_
4. Hire \_\_\_\_\_

Other options considered:

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## Development Planning for 5-Year Horizon

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**Instructions:** Consider what capabilities enable you to solve the organizational issues of your Agency. Once you have determined what you believe to be your core capabilities, list them in the column on the left side of the matrix. Once you have identified your core set of capabilities, make a check inside the year that indicates which year you believe a retirement, lateral or other move is likely to occur.

The result of this exercise will provide you with a visual indication of what capability gaps you can anticipate over the next five years. The chart on the next page is focused on listing specific development options needed to address those gaps in each FY.

Core Capability	FY '02	FY '03	FY '04	FY '05	FY '06



**WORKFORCE PLANNING: MANAGER & SUPERVISOR 1-DAY OVERVIEW**

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## Development Options Matrix

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The 4-box diagram shown below is intended to illustrate the various ways people develop once they are on the job. This is a useful tool for thinking about development possibilities and how to provide cost effective development while building skill and capability within your organization.

### **On the job**

- Activities
- Coaching
- Feedback
- Mentoring

### **Formal coursework**

- Professional and technical skills
- Leadership
- General management

### **Self-development**

- Readings
- Self-study
- Professional organizations

### **Special assignment**

- Development in-place
- Temporary
- New Positions

## Development Options

The chart below is intended to list specific development ideas for addressing the anticipated capability losses identified on the previous chart.



Some of the best ideas for development are obtained by talking with those who are very experienced and who are the current keepers of the capability today. Note that approximately 75% of real development occurs via non-training activities although at times classroom development may be appropriate.

Use the chart below to brainstorm what kinds of development will lead to developing the core capability listed on the left margin.

Core Capability	Development Options

## Competency Planning Matrix

This matrix is offered as an example of the type of "roadmap" that can be developed as a guide for interviewing, hiring, and focusing on specific development needed to become proficient at a specific position. Many have found this type of roadmap useful for guiding the development of new people into a position and/or focusing the IDPs toward meaningful development during the tenure of a person in their position. The development options are often learned by thoughtful discussion with those who have deep expertise in a position. This matrix is an example of the type of development necessary for a Realty Specialist for one of the Bureaus. Each matrix is likely to contain a variety of both training and non-training development suggestions.

Key Competency	Required Skills & Abilities	Development Options
<b>Technical Ability</b>	AFMSS, PC skills, LR2000.	Complete Office 2000 workshop. Obtain coaching on AFMSS system.
<b>Policy &amp; Regulatory Knowledge</b>	Lands policy, FLTMA, NEPA, Lands law and regulatory issues, adjudication policy and legal precedents, State and local regulation and lands policies	Complete NEPA workshop at NTC, partner with experienced LLE to gain understanding of local and state lands practices and regulations.
<b>Interpersonal Ability</b>	Ability to develop and sustain partnerships with various constituents, negotiations, customer service. Knowledge of local lands constituency and urban interface issues.	Complete Negotiations workshop. Obtain coaching from experienced LLE to gain access and understanding of local constituency base.
<b>Corporate Knowledge</b>	Knowledge of local, state, and federal lands issues, understanding of historical perspective on land tenure issues, knowledge of current administration lands posture.	Complete 90-day detail in DC to work closely with lead LLE on major lands acquisition. Participate on national team to write lands tenure policy.
<b>Knowledge of the Resources</b>	Good understanding of local resource issues, political pressures, and on-the-ground knowledge of controversial actions. Understanding of NEPA and other factors affecting realty	Institute monthly field trips with various specialists to gain local field knowledge. Work as part of a team on to gain understanding of how APD process approvals work.

## WORKFORCE PLANNING: MANAGER & SUPERVISOR 1-DAY OVERVIEW

	lease and sales issues.	
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## Manager's Skill Replacement Tool

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The purpose of this approach is to provide a management tool that will help move Agency managers to a more consistent method for prioritizing work and allocating limited funds in order to have a workforce with the skills and capabilities to accomplish this work. The tool will help managers in determining replacement needs and options and providing systematic thinking for critical skill planning.

Work is organized into skills, knowledge, and abilities within a 3-tier approach by defining the different work requirements within the organization. The skills, knowledge, and abilities within each category are valuable for successfully accomplishing our mission, but the source and quantity for these skills, knowledge, and abilities will vary based on mission priorities. The categories of work are:

### **Work that:**

Type 1 - Enables the core mission of the Agency to be accomplished.

Type 2 - Ties directly to the core mission of the Agency.

Type 3 - Enables the operation and organizational efficiencies to be achieved.

Type 4 – Non-critical support.

As a manager reviews the workforce skill and knowledge requirements within any of the four work categories, the following universal questions apply and each assessed before acquiring or replacing the skills and knowledge.

1. What options exist for obtaining this skill?
  - a. What are the consequences of not doing this work?
  - b. Can this work be combined with other work?
  - c. Can this work be shared?
  - d. Must this work be done locally?
2. What are the tradeoffs and benefits of doing this work internally?
  - a. What are the advantages of doing this work internally versus contracting it out?
  - b. Can the Agency afford to develop the skill, both in time and money?
3. Is this work on-going or short-term in nature?

4. What efficiencies will be lost by not filling this position?
5. What is the requirement for this position to be filled by a Federal employee?

## Types of Work

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The 4-box diagram shown below is intended to describe the types of work that are typically found in the organization. The reason for differentiating between types of work, is to assist management in making decisions regarding where to allocate limited FTE resources. The tool can also be used to determine what work could be combined and/or what type(s) of work could be accomplished by partnering or contracting.

### **Type 1**

**Ties directly to the  
core mission.**

### **Type 2**

**Enables the core  
mission to be  
accomplished.**

### **Type 3**

**Enables the operation  
and efficiencies to be  
achieved**

### **Type 4**

**Non-critical support.  
No direct tie to the  
mission**



## Type 1 - Directly Supports the Agency's Mission

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### **Criteria for type of work that directly supports the mission of the Agency:**

- ✓ Mandated by law and regulation
- ✓ Has significant influence on decisions/action
- ✓ Results in action to implement public land decisions/actions
- ✓ This Agency is the only known provider of this type of work

### **Workers/Skills that tie directly to the mission (Sample follows)**

- ✓ Specialists “-ologists” (e.g. scientific, cultural)
- ✓ Management (decision makers)
- ✓ Realty (appraisals)
- ✓ Cadastral Survey
- ✓ Engineering (e.g., PET's)
- ✓ Land and title records
- ✓ Fire
- ✓ Planning

Use the following template of questions when determining how to replace work that falls into the **“Work that ties directly to the mission”** category:

- Does this position significantly impact/influence public land decisions?
- Is there a requirement that this work be done by a Federal employee? Does this position broadly influence/impact other than my organization? Do I expect that influence/impact to continue?
- Will not replacing this skill result in unacceptable loss of critical expertise?
- Does this position require a specific technical expertise versus a more broad set of skills?
- What is the specific expertise and are there readily available sources to acquire?

## Type 2 - Enables the Core Mission

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### **Criteria that typifies work that enables the core mission of the Agency to be accomplished.**

- ✓ Directly enables core work to be accomplished
- ✓ May not (likely does not) result in action to implement public land decisions
- ✓ Work provides information and tools to enable core work to be accomplished.

### **Work that Enables the Core Mission to be Done (Sample)**

- ✓ IRM
- ✓ Mapping/GIS
- ✓ Management analysis
- ✓ Contracting
- ✓ Budget
- ✓ Law enforcement
- ✓ Historian
- ✓ Legislative/Congressional
- ✓ Cartography
- ✓ Aviation
- ✓ Wranglers

Use the following template of questions when determining how to replace work that falls into the **“Enables the core mission to be done”** category:

- What direct mission work does this position support?
- Can the direct mission work be accomplished at an acceptable level without this position?
- Does this skill provided by this position offer long-term sustainable advantage to the Agency? What is the likelihood that this work will continue over the long-term?
- What is the business risk to the operation of losing this skill and knowledge that this position offers (rate High, Medium, or Low).

- Could this work be combined on a more regional basis?

## Type 3 - Enables the Operation and Organizational Efficiencies

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**Criteria for work that enables the operation and organizational efficiencies to be achieved.**

**Work provides infrastructure support that:**

- ✓ Enables core worker to function/focus on core work.
- ✓ Provides interface/information to the publics.

**Work that Enables Operations and Efficiencies to Occur (Sample)**

- ✓ Environmental education
- ✓ Maintenance/construction
- ✓ Administration:
  - financial/accounting
  - clerical
  - safety
  - concession management
  - printing
  - property management/warehousing
  - Public room
  - Human resources
  - Training
  - Helium operations
  - Mechanics
  - Electronic repairs

Use the following template of questions when determining how to replace work that falls into the **“Enables the operation and efficiency of the organization”** category:

- Does this work have to be done at the current level?
- Does this work need to be accomplished?

## Type 4 – Non-Critical Support

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### **Criteria for non-critical support work:**

This type of work is typically done because "it has always been done" or because there are people who think it needs to be done. If this work does not add clear, demonstrable value to the organization, its continuation should be questioned.

In an efficient organization, there would be very little, if any, Type 4 work done because of the cost associated with work that is not reflected in the mission. Additionally, the value of conducting or continuing this type of work is unclear and undefined.

### **Work that is non-critical support might be (Sample):**

- In-house vehicle washing services

## Capability Planning Management Decisions

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For workforce planning to be effective, there are a number of questions and considerations that management must consider. Following are a list of the types of questions to be discussed and decisions to be made regarding the human resource side of the business:

What are our “special skills” – those skills that we need now or are likely to need in the future that we currently don’t have or have very little of?

Is it feasible to develop these “special skills” in house? If yes, what type of investment will this development require? If no, what is the availability of these skills?

What are our most critical skill hires for this year? Beyond this year?

What is the level of loss that we anticipate this year? What is our replacement plan? Have we fully considered the following:

- ❑ Refocus/reorganizing the job and/or work?
- ❑ Filling positions?
- ❑ Utilizing a different set of skills?
- ❑ Combining or eliminating work?
- ❑ Intentional development of generalists versus specialists?

## **Recruitment, Retention & Development Considerations**

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In order to assure continuity of skill and capability, it is important to leverage development dollars and focus them towards the skills that are most necessary.

For this reason, it is important that management integrate the training and development with workforce planning. Following are a few of the considerations to think about when allocating and investing in training and development:

- ❑ What training is essential to ensure continuity of skill and capability?
- ❑ What types of non-training options should we make available to develop skill?
- ❑ What areas should we make sure mentoring occurs?
- ❑ Am I creating an environment that encourages and rewards people for developing others?
- ❑ Are we, as a management team, in agreement about what attributes we believe defines high potential in our people?
- ❑ Are we intentional in our development path for future managers and leaders?
- ❑ Are we actively engaged in succession planning?
- ❑ Is our development and training aligned with our business needs?

### **Recruitment Considerations**

- ❑ Have we set a strategic targeted for the appropriate mix of new and experienced hires for this year and beyond?
- ❑ What is my target recruiting population? Does it reflect our diversity needs? What are my options for locating the diversity we need?

- ❑ What tools and options are available and still need to be created to sustain an ongoing pipeline of future employees?
- ❑ Have we developed a specific path forward to leverage the use of students? Interns? Other?

### **Retention & Development Considerations**

- ❑ Do you have a culture that encourages development? Do we fund development and training appropriately to reflect your future needs?
- ❑ Does your management staff consider development a part of their role as successful managers?
- ❑ Is the development and growth of employees considered to be an important aspect of management and is it rewarded?
- ❑ Is the lack of willingness to move people around for growth and development tolerated?
- ❑ Are Individual Development Plans used consistently and are they reflective of your business needs?
- ❑ Are supervisors and managers clear about the need to match people's interests and skills with their assignments? Are people willing to take appropriate levels of risk to ensure ongoing growth and development?
- ❑ Does the organization have sound information about why people leave the organization?
- ❑ Are routine exit interviews conducted?
- ❑ Is the culture open to bringing people back should they want to return later?



## Documenting the Plan

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There are some key factors to consider when documenting your workforce plans. Some of those include whether you will have an annual plan or a longer term plan to be updated annually, etc. Some key principles apply:

- ❑ The plan should be meaningful, useful and include specific action plans with specified accountabilities.
- ❑ The document should be a living, updatable, fluid document that is incorporated into the every day business of your organization.
- ❑ The management team should feel an ownership for the plan. To make this possible, the management team should be actively engaged and full participants in the decision making necessary to create the plan and action steps.

### **Following are some questions to consider prior to development of the workforce plan:**

- ❑ What is the purpose and intent of the workforce plan?
- ❑ Who is the target audience?
- ❑ What do you expect to achieve as a result of having this plan?
- ❑ What is the plan's intended use?
- ❑ What benefit will the reader get from reading and understanding the plan?
- ❑ What benefit do you expect to get from having this plan accepted and implemented?

### **Determination of future staffing needs for your area:**

- ❑ What are your program goals and milestones?
- ❑ What is the human resource impact of your plans and goals? What impact to the program, if any, would result from not having the necessary human resources?
- ❑ What are your critical skill needs? Which skills are a must?
- ❑ What are the non-essential skills sets within your program area?

- What skill needs are diminishing? Needing to be replaced?  
Obsolete?

**Determination of impact of skills on the program(s)?**

- ❑ What capability will the critical skills you've identified provide? What is the cost to the program of not having them? What is the cost to the organization?
- ❑ What is likely to happen if your program goals are not met? If schedules slip? If a mistake is made due to lack of skill/experience?
- ❑ Given the critical skills you have identified, what level of loss do you anticipate? In which areas?

**Determination of likely reductions:**

- ❑ How much attrition do you anticipate? This year? In the next 3 years? Five years?
- ❑ What level of transfers/movements are feasible? What options for growth do these losses create for people who stay?
- ❑ Is there potential for involuntary movement? What is the scope of that type of reduction?

**Determination of unplanned changes:**

- ❑ Have you identified any anticipated program reductions in the non-essential skill areas phased over the next 5 years?
- ❑ Have you forecasted normal attrition?
- ❑ Have you scoped anticipated downsizing by fiscal year?
- ❑ Have you identified criteria by which you would differentiate between non-essential and critical skilled people?
- ❑ Have you considered the following for people who are currently in the non-essential skill areas?
  - What is their future employability within the Agency?
  - What is our skill mix need for the future and are their possible growth areas for them?
  - What level of job knowledge do non-essential skilled people have? What level do they need?
  - What is the performance history for non-essential skilled people?
  - Other considerations?

Should you have issues in this last area managers must ensure support for whatever process you use from the Legal and EEO Departments. It will also be important to determine what process you will use to assess non-essential skills, how you will conduct a notification process, and how to provide outsourcing support to affected employees.

Following is an example of the types of information that should be included in the planning document:

<b>Eligible Retirements</b>	<b>Action Plan</b>	<b>Expected Results</b>	<b>Decision/s</b>	<b>Effective Date</b>
<b>Position (By Program):</b>				
Wildlife Biologist	Recruit entry level or student.	Meet diversity goals.	Hire early backfill 6 months prior to vacancy (GS 9)	Immediate recruitment. Hire by 6/04.
Hydrologist	Recruit by merit promotion roster.	Compliance with Water Review Requirements.	Unfunded. Acquire funding; fill position.	Obtain funds by 10/04. Fill by 1/05.

**Chapter**

**6**

## **References & Web Pages**

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The following Web Page addresses are offered for additional Agency guidance and information:

United States Department of the Interior, Department of Workforce Planning Policy dated 10/30/01.

Workforce Planning Instruction Manual, U.S. Department of the Interior of Personnel Policy:

<http://www.esmarketing@OPM.gov/WFP/tools>

## Chapter

# 7

## About the Author

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Jo Ann Romero is founding President and owner of StrategyWorks, Inc. (SWI), an organizational development consulting and training firm specializing in troubleshooting complex business issues, obtaining clear focus, and achieving greater effectiveness. SWI is dedicated to providing practical approaches for development, reinforcement, and implementation of strategy, developing alliances and partnerships, and fostering a creative and productive work force.

Jo Ann brings over 25 years of experience in business, management, consulting, facilitation, and training. For the past 10 years, she has been an OD practitioner in the nuclear, environmental, energy, defense, natural resource and human resource industries. During that time she designed and led numerous major system improvements. Jo Ann has assisted a variety of firms and clients achieve success in setting direction and focus, develop and sustain teams and alliances, formulate and implement change, and create and implement systematic approaches for executive development, attraction, selection, retention, and strategic, business, and workforce planning.

Jo Ann is the recipient of numerous awards and citations, particularly for her client focus, innovation, and creativity. She enjoys a reputation for providing business-relevant, practical approaches to her work.

Prior to starting her company, Jo Ann managed and led the Business and Leadership Development efforts for Sandia National Laboratories, a one billion-dollar research and development firm employing over 10,000 people. Prior to that assignment, Jo Ann spent 10 years as a senior organization development consultant working across the firm on a variety of issues resulting in successful implementation of processes and system improvements. The areas of success include setting strategy and direction for programs and projects, management and career development, the first-ever formal mentor and succession planning efforts, and numerous conferences and large-scale events.

Jo Ann has received a variety of awards for leading improvements in the areas of leadership development, strategy and corporate alignment, 360 degree assessment, systematic and cost-effective approaches for training, linking various human resource processes to business needs, and streamlining numerous operational activities.

## **WORKFORCE PLANNING: MANAGER & SUPERVISOR 1-DAY OVERVIEW**

Jo Ann holds a BA and MBA; certifications in Organization Development and Advanced Human Resources Management from Columbia University; and 120 postgraduate hours in Advanced Instructional Design and Adult Learning Methodology.

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